**AP Psych Unit 8A and 8B Free Response Exam Questions**

**Essay: Respond to the following two essay questions and then submit to Google Classroom by 8:00am MONDAY, 30 MARCH 2015. Plan your time accordingly.**

***Responses should be completed in 25 minutes each.***

1. After your AP psychology teacher announces that everyone in class passed the last test, your friend Maria jumps up on the table and does a victory dance. When the laughter dies down, you start to wonder why Maria is so extraverted and impulsive.

Discuss how the following concepts may or may not be useful in explaining Maria's impulsive behavior.

• Drive-reduction theory

• Incentive theory

• Hierarchy of needs

• Instinct

• Operant conditioning

• Genetic predisposition

2. Selene was feeling a little sad and didn't feel like volunteering at the homeless shelter as she had promised. But then she remembered that, earlier in the day, her friend Chris got his foot stuck in a wastebasket, took one step, and fell over. When she thought about this episode, she smiled and felt a little better. She started to feel a bit happier, so she went to the shelter to help out.

Explain how a psychologist might use the following concepts to explain how Selene remembered this episode and the relationship between this memory, Selene's behavior, and her emotions.

• Automatic encoding

• Explicit memory

• Mood-congruent memory

• Two-factor theory

• Facial feedback

• Feel-good, do-good phenomenon

• Relative deprivation

**AP Psych Unit 8A and 8B Free Response Exam Questions**

**Answer Section**

**ESSAY**

1. ANS:

Point 1: Drive-reduction theory: Students should explain that drive-reduction theory is unlikely to be useful in explaining Marco's impulsive behavior. Marco's enthusiasm about the entire class passing the test is probably not related to a biological drive or homeostasis, so the drive-reduction theory does not seem like a direct or useful motivational theory for this example.

Point 2: Incentive theory: Students should explain that Marco may experience incentives for his behavior, that is, positive or negative stimuli that motivate our behaviors. Marco may have experienced positive stimuli in the past for his outgoingness, so he is motivated to continue his extraversion. (Note: This explanation may seem similar to Point 5, operant conditioning, but students need to be more specific in the operant conditioning point.)

Point 3: Hierarchy of needs: Students should explain that Maslow's hierarchy of needs may be a useful way of explaining Marco's reaction. Marco may have been motivated by his need for love and belongingness, believing that dancing on the table would increase his popularity with the rest of the class.

Point 4: Instinct: Students should explain that instinct theory is unlikely to help explain Marco's motivation, because Marco's behavior is unrelated to fixed, unlearned, inborn patterns of behavior that persist throughout the life span.

Point 5: Operant conditioning: Students should explain that Marco's reaction may have been operantly conditioned in the past. Students should identify a positive reinforcer that Marco may have received (such as laughter or approval of others based on his extraversion) in the past, which increased the likelihood that Marco would repeat his outgoing behavior.

Point 6: Genetic predisposition: Students should discuss the possibility that Marco may be genetically predisposed toward extraversion. Students could discuss related research findings, such as twin studies finding that identical twins are more similar in personality than fraternal twins.

PTS: 1 REF: Section- Motivation and Emotion: 8A—Motivation

TOP: What Motivates Our Behavior? MSC: Application

2. ANS:

Point 1: Automatic encoding: Students should explain that Sue most likely encoded the original memory automatically, because the episode was unique and engaging. Her consciousness automatically encoded details of this funny event into her memory system.

Point 2: Explicit memory: Students should explain that Sue's memory of this event is an explicit memory, a conscious memory of factual information. Student explanations do not need to use this exact definition in their response, but the response needs to clearly indicate that students understand the distinction between this kind of memory and other kinds (e.g., procedural/implicit).

Point 3: Mood-congruent memory: Students should explain that this memory may have been more difficult for Sue to recall because she was in a depressed mood. Mood-congruent memory would predict that, while she was in a depressed mood, Sue would more likely recall more sad, depressed memories than happy ones.

Point 4: Two-factor theory: Students should explain that, according to two-factor theory, Sue's happier mood came from her physiological experience (smiling, feeling better) and the cognitive label she applied to the physiological changes (happiness or humor).

Point 5: Facial feedback: Students should explain that facial-feedback research indicates that her smile influenced her emotional experience. Facial-feedback research indicates that making the muscle movements required to smile influences our experience of the emotion, so that smiling actually increases the experienced emotion of happiness.

Point 6: Feel-good, do-good phenomenon: Students should explain that we are more likely to be helpful to others when we are feeling positive. Sue's elevated mood after remembering the funny event increased the likelihood that she would do something positive for others, such as volunteering at the homeless shelter.

Point 7: Relative deprivation: Students should explain that when Sue remembered Rob's misfortune her mood may have improved because Rob's situation was worse than her current situation. Research about relative deprivation indicates that our mood is generally elevated when we see or think about people who are in situations worse than ours, or when we think back to a time when we were in a worse situation.

PTS: 1 REF: Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

TOP: Memory, mood, and emotion MSC: Application